**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: 2nd** | | | **Date(s)**: Day 6 |
| **Unit Title: Inventory Investigation** | | | | **Corresponding Unit Task: Part 4** | | |
| **Essential Question(s): How do I compose numbers up to 1,000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Inventory Investigation Part 1 Inventory Investigation Part 2 Inventory Investigation Part 3 Inventory Investigation Part 4  School Store Inventory Picture | | **Student:**  Pencil  Paper | | | **Skip count**  **Place value**  **Ones**  **Tens**  **Hundreds**  **Counting on** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3 and 2.NBT.4** | | | | | |
| **I Can Statement(s): I can determine how much of every material our school needs to purchase by comparing the amounts actually at the school compared with the amount we need.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Gather all the kids on the carpet and tell them that today is the day the school treasurer needs to order new supplies for the school and it is up to them to figure out the right amounts to order. | | | | | |
| **Teacher Directed:** Explain to the kids that they will need to take the current total number of pencils, erasers, glue sticks, etc. and compare that with the amount needed for the school year. How much more will we need? | | | | | |
| **Guided Practice:** Play a game with the whole class where the teacher says a certain number of current materials and two teams are competing to be the first team to successfully identify the amount missing to add up to 1,000. For example, if the number of pencils is 650 the first team to correctly identify 350 as the number of pencils needed for the school wins a point, and then you keep playing. | | | | | |
| **Independent Practice:** Performance Task 4: Inventory Investigation Part 4 | | | | | |
| **Closing/Summarizing Strategy:** Take a small scrap of paper for your “ticket out the door” and write out 1 thing that you learned from this lesson and 1 thing you are still learning or working on. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Create your own chart to show findings to the PTA treasurer.   Come up with your own way to show your findings. | | | Use pre-labeled chart to show findings (may not include all items depending on previous intervention strategies). | | | Use a pre-labeled chart to show findings. Depending on their level of proficiency, you may need to limit the number of items they have to fill in. |
| **Assessment(s):** Students complete the “Inventory Investigation Part 4” chart paper to turn in for assessment. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |